



ELA Curriculum Map 2018- ELA Curriculum Map 2018-2019

Grade 2nd

Quarter	Strand	Focus Standards	Essential Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
2	RL.	<p>2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>2.1 Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as <i>who, what, where, when, why, and how</i>.</p> <p>2.2 Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. -Provides an identification of the central message, lesson or moral in a text.</p> <p>2.5 Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.</p> <p>2.6 Provides a statement about the differences in the points of view of characters. -Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.</p>	<p>Unit 3 Week 1 Fall Down Expository Text</p> <p>Week 2 Mr. Putter & Tabby See the Stars Fiction</p> <p>Week 3 Bilbliburro Nonfiction</p> <p>Week 4 Wild Weather Expository Text</p> <p>Week 5 Many Ways to</p>	<p>Unit 3 Week 1 Write to Source Informative</p> <p>Week 2 Write to Source Narrative</p> <p>Week 3 Write to Sources Opinion</p>	<p>Weekly Assessments</p> <p>Unit Assessments</p> <p>Benchmark Assessments</p> <p>Fluency Assessments</p> <p>Oral Vocabulary Tests</p> <p>Sight Word Tracking</p> <p>Selection Tests (Unit 4-6)</p>	<p><u>Assessments</u> Lexia</p> <p>Istation Monthly Assessment</p> <p>Istation On Demand Assessments</p> <p><u>Curriculum</u> Istation Lessons</p> <p>Lexia Lessons</p> <p>Sight Words</p> <p>Teach Your Monster to Read</p> <p>Engage NY Epic</p>
	RI.	<p>2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>2.1 Provides questions and answers to questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a</p>				

		<p>2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>text.</p> <p>2.3 Provides a description of the connection between a series of historical events in a text. - Provides a description of the connection between a series of scientific concepts or steps in technical procedures in a text.</p> <p>2.5 Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.</p> <p>2.7 Provides an explanation of how specific images contribute to and/or clarify a text.</p>	<p>Enjoy Music Expository Text</p> <p>Unit 4 Week 1 Rain Forests Expository Text</p> <p>Week 2 Volcanoes Expository Text</p> <p>Week 3 Dear Primo Realistic Fiction</p>			<p>Florida Center for Reading Research</p> <p>Story Works</p> <p>Storyline Online</p> <p>Turtle Diary</p>
	<p>RF.</p>	<p>2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>2.3 Know and apply grade-level phonics and word analysis skills in decoding words. -Recognize and read grade-appropriate irregularly spelled words. -Recognize and read grade-appropriate spelling-sound correspondences for additional common vowel teams. -Decode regularly spelled two-syllable words with long vowels. -Decode words with common prefixes and suffixes. -Identify words with inconsistent but common spelling-sound correspondences. -Recognize and read grade-appropriate irregularly spelled words.</p>				

	<p>2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>-Read grade-level text with purpose and understanding.</p> <p>-Read grade-level text orally with accuracy, appropriate rate, and expression.</p>				
<p>W.</p>	<p>2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as</p>	<p>2.1 Write opinion pieces in which they:</p> <ul style="list-style-type: none"> -introduce the topic or book they are writing about -state an opinion -supply reasons that support the opinion -use linking words to connect opinion and reasons, and provide a concluding statement or section. <p>2.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> -introduce a topic -use facts and definitions to develop points -provide a concluding statement or section <p>2.3 Write narratives in which they:</p> <ul style="list-style-type: none"> -recount a well-elaborated event or short sequence of events -include details to describe actions, thoughts, and feelings -use temporal words to signal event order -provide a sense of closure. <p>2.5 Provides a sense of closure when writing a narrative.</p> <ul style="list-style-type: none"> - Provides writing that is focused on a topic. 				

	<p>needed by revising and editing.</p> <p>2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>- Strengthens writing as needed when revising and editing.</p> <p>2.8 Recalls information from experiences to answer a question in writing. - Gathers information from provided sources to answer a question in writing.</p>				
<p>SL.</p>	<p>2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>2.1 Demonstrates the ability to participate in collaborative conversations with diverse partners on grade 2 topics and texts in both small and large groups. -Demonstrates the ability to follow agreed-upon rules for discussion. -Demonstrates ability to build on others' talk in conversations by linking their comments to the remarks of others. -Demonstrates ability to ask for clarification and further explanation as needed about topics and texts discussed.</p> <p>2.2 Demonstrates ability to recount or describe key ideas or details from text read aloud. -Demonstrate ability to recount or describe key ideas or information presented orally or through other media.</p> <p>2.3 Demonstrates ability to ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>				

	<p>2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>2.5 Demonstrates ability to create audio recordings of stories or poems. - Demonstrates ability to add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.</p> <p>2.6 Demonstrates the ability to produce complete sentences appropriate to task and situation in order to provide requested detail or clarification.</p>				
<p>L.</p>	<p>2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>a. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>b. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>c. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p>	<p>2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use collective nouns. -Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences.</p> <p>2.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</p> <p>-Capitalize holidays, product names, and geographic names. -Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and</p>				

		<p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.5 Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>frequently occurring possessives.</p> <p>-Generalize learned spelling patterns when writing words.</p> <p>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.4 Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>-Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word.</p> <p>-Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root.</p> <p>-Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words.</p> <p>-Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries</p> <p>2.5 Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real- life connections</p>				
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		<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)</p>	<p>between words and their use. -Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives.</p> <p>2.6 Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used.</p>				
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